

# ENGL&245 American Literature II

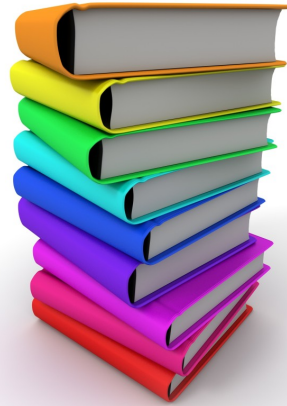
Focus:

LGBT Lit

English 101  
Item # 1078 Section Q

English 271  
Item # 1193 Section B

English 272  
Item # 1206 Section B



Instructor: Dr. Craig Hurd-McKenney

Office: R230G

Office Hours: T & Th, 1-3:00PM R230G

F, 1-3:00PM LGBTQ Resource Center

In an emergency, please schedule an appointment with me.

Email: Please use Canvas messaging.

In an emergency, please use [c.hurd.mckenney@bellevuecollege.edu](mailto:c.hurd.mckenney@bellevuecollege.edu)



**B E L L E V U E**  
**C O L L E G E**

## Course Information

### Course Descriptions

#### *ENGLISH 245*

Surveys American literature of the Realistic period. Authors and works vary, but typically include Dickinson, James, Adams, Howells, Crane, Dreiser, and Twain. Recommended: ENGL& 101 or ENGL 201 or a literature course in the 100 series.

#### *ENGLISH 101*

Develops clear, effective writing skills and emphasizes writing as a process. Students practice writing in a variety of forms and modes. Prerequisite: Placement by assessment or ENGL 092 or 093 with a C- or better.

#### *ENGLISH 271*

Builds on the writing skills learned in ENGL& 101 (prev ENGL 101) or ENGL 201. Students work on personal essays, information and opinion papers, reviews, profiles, articles based upon interviews, or other projects. Fulfills a written communication course requirement at BC. Prerequisite: ENGL& 101 or equivalent course from another college with a C- or better.

#### *ENGLISH 272*

Continues ENGL 271, developing more advanced writing skills. Fulfills a written communication course requirement at BC. Prerequisite: ENGL 271 with a C- or better.

### Course Outcomes

After completing this class, students should be able to:

#### *ENGLISH 245*

- Demonstrate an awareness of American history, philosophy, and culture as reflected in the literature.
- Demonstrate an awareness of varying points of view within this culture, including women and other minority voices whenever possible
- Identify major themes and ideas
- Recognize how style relates to content in various writers' works
- Apply the analytical process to literary works
- Apply writing skills to analyzing literature

#### *ENGLISH 101*

- Demonstrate various invention practices: brainstorming, free writing; outlining, journaling

- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- Demonstrate the phases of writing: draft, revision, final copy
- Explore sources of writing: reading, thinking, analyzing, discussion
- Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence.
- Develop and include enough details and examples to support the identified thesis and reinforce focus
- Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose & audience.
- Illustrate the concept of Audience in your writing.
- Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class
- Write in a vocabulary appropriate to your subject and identified audience.
- Begin and conclude a paper effectively.
- Show effective control of mechanics: paragraphing, punctuation, spelling.
- Differentiate between key ideas and supporting details in reading
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

#### *ENGLISH 271*

- Identify implicitly and/or explicitly one's intentions as a writer.
- Define implicitly and/or explicitly the audience for a particular piece of writing.
- Apply appropriate style, tone and format to the writer's purpose and audience.
- Use rhetorical formats conventional to expository writing.
- Demonstrate objectivity toward one's own writing.
- Demonstrate practical uses/applications for expository writing beyond the college classroom.

#### *ENGLISH 272*

- Identify implicitly and/or explicitly one's intentions as a writer.
- Define implicitly and/or explicitly the audience for a particular piece of writing.
- Apply appropriate style, tone and format to the writer's purpose and audience.
- Use rhetorical formats conventional to expository writing.
- Demonstrate objectivity toward one's own writing.
- Demonstrate practical uses/applications for expository writing beyond the college classroom.

## ▪ **Assignments: How Outcomes Will Be Met by Students**

### *ENGLISH 245*

- Reading Quizzes
- Midterm Oral Examination
- Class Participation/ Discussion
- Final Oral Examination

### *ENGLISH 101*

- Essay 1: Gender Fluidity
- Essay 2: LGBT Data/ Campus Life
- Essay 3: LGBT Intersectionality
- Essay 4: Self-Reflection

### *ENGLISH 271*

- Essay 1: LGBTQ Community Resource Profile
- Essay 2: LGBTQ Problems in the Region
- Essay 3: LGBTQ Senior Profile

### *ENGLISH 272*

- Essay 1: LGBTQ Community Resource Profile
- Essay 2: LGBTQ Problems in the Region
- Essay 3: LGBTQ Senior Profile

## ▪ **Grading Policy**

**Assignments** will be evaluated based on rubrics designed for each assignment. Those will be available on Canvas prior to submission of assignment. **Reading quizzes** are not analytic in nature, and are therefore evaluated on a correct/ incorrect answer basis. If you miss a reading quiz, it is a zero. In terms of **in-class participation & discussion**, silence will result in a zero. It is important to find ways to participate. In-class activities will vary to provide everyone an opportunity to participate, from Socratic Seminar to Fish Bowls, from small group discussions to individual questions. If you find you are struggling to get your voice heard, please consult with me as soon as possible. In terms of **oral examinations**, there will be concepts and vocabulary - provided prior to the exam – which will be expected. Students will develop exam questions with the instructor prior to the exam.

In general, **I do not accept late work**. Please notify me if you are struggling with an assignment BEFORE it is due. If you wait and the assignment is late, it will be a zero. The link to the College Grading Policy is located on page 10 of the Course Catalog, as linked in the section header above.

### **“A” Grades Indicate “Outstanding” Achievement**

A 4.0 points per credit hour  
A- 3.7 points per credit hour

The “A” Student:

- demonstrates consistent mastery of learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently exceed requirement and that interpret and apply objectives in new, unique, or creative ways;
- demonstrates consistent leadership in class participation activities.

### **“B” Grades Indicate “High” Achievement**

B+ 3.3 points per credit hour  
B 3.0 points per credit hour  
B- 2.7 points per credit hour

The “B” Student:

- demonstrates a high level of competence in learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently meet most requirements;
- contributes regularly to class participation activities.

### **“C” Grades Indicate “Satisfactory” Achievement**

C+ 2.3 points per credit hour  
C 2.0 points per credit hour  
C- 1.7 points per credit hour

The “C” Student:

- demonstrates a satisfactory level of competence in learning outcomes for the course;
- demonstrates competent ability to interpret, integrate, and apply learning outcomes within the context of the course;
- completes work assignments that satisfy minimum requirements for the course;
- satisfies minimum requirements for class participation activities.

### **“D” Grades Indicate “Poor” Achievement**

D+ 1.3 points per credit hour

D 1.0 point per credit hour

The “D” Student:

- demonstrates minimum competence in some learning outcomes for the course;
- completes work assignments that usually meet minimum requirements;
- contributes inconsistently or infrequently to class participation activities.

### **“F” Grades Indicate “Unsatisfactory” Achievement**

F 0 points per credit hour

The “F” Student:

- cannot demonstrate competence in many or fundamental outcomes for the course;
- submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work;
- does not satisfy minimum requirements for attendance or contribution to class activities. Students should be aware that the instructor determines whether the class will be evaluated using the “F” grade.

Grade scale:

3.5-4.0 or 90-100 (A range) Highest Achievement

2.7-3.4 or 80-89 (B range) High Achievement

2.0-2.6 or 75-79 (C) Satisfactory/Acceptable Achievement

1.5-1.9 or 70-75 (C-) Satisfactory/Acceptable Achievement

0.7- 1.4 or 60-69 (D range) Poor Achievement

0.0 or below 60 (F range) Unsatisfactory Achievement

## ▪ Books and Materials Required

### *English 245*

EVERY DAY by David Levithan  
LETTERS FROM MONTGOMERY CLIFT by Neil Alunit  
DANCER FROM THE DANCE by Andrew Holleran  
ODD GIRL OUT by Anne Bannon  
RUBYFRUIT JUNGLE by Rita Mae Brown  
STUCK RUBBER BABY by Howard Cruse  
CAROL, or THE PRICE OF SALT by Patricia Highsmith

### *English 101*

THEY SAY, I SAY by Graff, et al.

## *Help with Canvas*

The following places are helpful for [Students](#) in need of assistance with Canvas. I have also placed a few tutorials for using Canvas within the very first module, USING CANVAS.

If you have trouble with your BC computer account, I do not have access to that. You should consult immediately with the Help Desk. Please see the section below on BC Email Access.

## *Classroom Learning Atmosphere*

### ▪ Instructor's Expectation

One of the reasons I have chosen to be at Bellevue College is the very clear Inclusion, Equity and Pluralism policies in place here (see statement on INCLUSION below). I actually find that difference of ideology, religion, cultural practice, etc, enriches me as a human because it forces me to understand my own ideology, religion, cultural practice, etc, even better. As well, it is impossible to separate parts of ourselves from our education – things like religion, gender identity, etc. Plus, I get to learn about you all as individuals and how these personal things have shaped you as learners and as human beings. What you need to be open to is that this IS a college classroom. That means you might encounter ideas that might conflict with your own. I realize that this might be difficult, especially if you have never encountered that kind of ideologic conflict before. It is my job to help you with that, but that does not mean I will provide alternate assignments for things you “disagree with”. You need to meet the course content, and the individuals in the class, halfway.

To that, in this classroom, there will be no disrespect around issues including, but not limited to gender (including transgender or gender non-conforming students, as protected under Title IX laws), sexual identity (LGBPTQIA), religion, culture, disability, race and immigrant/ refugee/ undocumented citizenship status.

### **College Anti-Discrimination Statement (Title IX)**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

It is MY job to manage this and ensure that EVERY member of the class is safe, protected and respected, so if an incident occurs, please let me know immediately. You might think I know something has happened, and assume I know when, in fact, I do not. *Remember that offensive talk or actions is not limited to what happens verbally during class but also includes what is written in your assignments, online or via text. These are things I might not always be privy to, so I need you to make me aware of them when they happen.*

### ***BC's Affirmation of Inclusion***

*Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.*

### **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. **It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term.** Reasonable notice is generally a week of notice, especially in the event that it might mean I have to change an assignment for you. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (**if they have previously arranged to be absent**), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

## ▪ Division & Department Statements

The **Arts & Humanities Division** at Bellevue College offers courses and programs that deal with the cultures and expressions of human beings. These include the literary, visual and performing arts, as well as other traditional humanities disciplines, including Philosophy, Communication Studies and World Languages.

By offering high quality courses in literature, composition, and creative writing, the **English Department** seeks to foster creative and critical abilities, promote multiculturalism and tolerance, cultivate an appreciation of the English language, and empower students to achieve their academic and career goals.

## ▪ Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

Regarding plagiarism: Plagiarism is [defined as](#) "Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. May also include the unauthorized submission for credit of academic work that has been submitted for credit in another course."

It is my responsibility to clearly articulate to the students that any assignment that indicates any form of plagiarism will receive a grade of zero with no opportunity for revision or redo. Please ask questions about quoting/ summarizing/ synthesizing prior to submitting your assignments via Canvas. **Assignments submitted via Canvas will be verified by Turnitin.**

Information about Bellevue College's copyright guidelines can be found at: [College Copyright Policy](#)

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)

This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for **PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE.**

## Important Links

### ▪ **Bellevue College E-mail and access to MyBC**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

### ▪ **Disability Resource Center (DRC)**

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125. The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

### **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future. Additionally, I will use any letters of accommodation from the DRC to adapt materials to your individual learning needs.

### ▪ **BC Counseling Center**

The Counseling Center provides free services to students around issues of career, educational, work or personal counseling. Issues might include study tips, determining a career path, or dealing with stress/ anxiety/ depression. The Counseling Center has an amazing team of counselors, so if you need help, please consult with them for an appointment. I am happy to walk you over and help you access these services as well.

### ▪ **Public Safety**

#### **Public Safety and Emergencies**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

#### **If a major emergency occurs, please follow these three rules:**

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

### ▪ **Academic Calendar**

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

## Course Calendar/ English 245

### Week 1

Jan 4	Introductions/ Blanco's "ONE DAY"
Jan 5	<a href="#">"Generation LGBTQIA"</a>
Jan 6	gender/ sexual identity: Genderbread Person, Kinsey Scale
Jan 7	LGBT data
Jan 8	BC Focus: Tammi Doyle

### Week 2: 2000s

Jan 11	EVERY DAY
Jan 12	EVERY DAY
Jan 13	VIRAL / Suzanne Parker
Jan 14	VIRAL/ Susan Parker
Jan 15	BC Focus: Cathy Speelmon

### Week 3: 1990s

Jan 18	<b>NO CLASS</b>
Jan 19	FILM: HEDWIG
Jan 20	FILM: HEDWIG
Jan 21	HEDWIG
Jan 22	BC Focus: Natalie Martinez (later hour)

### Week 4: 1990s

Jan 25	The Laramie Project/
Jan 26	<a href="https://www.youtube.com/watch?v=u1qiTmF0p4A">https://www.youtube.com/watch?v=u1qiTmF0p4A</a>
Jan 27	The Laramie Project: Ten Years Later
Jan 28	The Laramie Project: Ten Years Later
Jan 29	FILM: Matthew Shepard Was My Friend

### Week 5: 1980s

Feb 1	FILM: PARIS IS BURNING
Feb 2	GILDA STORIES: 1981
Feb 3	LETTERS FROM MONTGOMERY CLIFT
Feb 4	LETTERS FROM MONTGOMERY CLIFT
Feb 5	BC Focus: Rick Mangan

### Week 6: 1970s

Feb 8	Oral Exam + Brainstorming for Midterm Essay
Feb 9	DANCER FROM THE DANCE
Feb 10	DANCER FROM THE DANCE
Feb 11	<b>NO CLASS</b>
Feb 12	BC Focus: Sara Gardner

Week 7: 1970s

- Feb 15 NO CLASS
- Feb 16 RUBYFRUIT JUNGLE
- Feb 17 RUBYFRUIT JUNGLE
- Feb 18 Maupin/ excerpt from TALES OF THE CITY  
Lorde's "Man Child: A Black Lesbian Feminist's Response"
- Feb 19 GILDA STORIES: 1971

Week 8: 1960s

- Feb 22 STONEWALL news articles
- Feb 23 Russ's "When It Changed"
- Feb 24 Delaney's "Aye, Gamorra"
- Feb 25 Boylan's "hurricane ethel" and Fienberg's "Stone Butch Blues"
- Feb 26 Ginsburg/ audio + text

Week 9: 1950s

- Feb 29 Queer Pulp/ Queer Mags
- Mar 1 ODD GIRL OUT
- Mar 2 ODD GIRL OUT
- Mar 3 GILDA STORIES: 1955
- Mar 4 FILM: FAR FROM HEAVEN

Week 10: 1950s

- Mar 7 Rustin Articles
- Mar 8 [BROTHER OUTSIDER](#)
- Mar 9 [BROTHER OUTSIDER](#)
- Mar 10 STUCK RUBBER BABY
- Mar 11 STUCK RUBBER BABY

Week 11: 1950s

- Mar 14 Lavendar Scare
- Mar 15 Capote/ "Miriam"
- Mar 16 CAROL, or THE PRICE OF SALT
- Mar 17 CAROL, or THE PRICE OF SALT
- Mar 18 Takei / NPR story corps

Week 12: Final Exam

Wednesday, 3/23 9:30-11:20 a.m.

**English 101/ 271/ 272 schedules will be flexible, determined by our progress in class.  
Roughly, an essay will be due every three weeks.**